

UTAH MIGRANT EDUCATION PROGRAM

MIGRANT EDUCATION FINAL EVALUATION REPORT 2013

Educational Research & Training Corporation
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UTAH MIGRANT EDUCATION PROGRAM EVALUATION REPORT

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Introduction

The United States Office of Migrant Education requires that all states complete a comprehensive needs assessment in migrant education and use the results of that needs assessment to guide service delivery in the state. The State plan for service delivery that describes strategies the SEA will pursue on a statewide basis to help migrant children achieve a set of performance targets and measurable outcomes based on student needs data. The SEA's comprehensive plan for service delivery is the basis for the use of all MEP funds for local programs.

This is continuous improvement model that incorporates an assessment of students, establishing performance targets and measurable outcomes to meet needs, targeting services based on those needs and to meet the performance targets and measurable outcomes, and then evaluating the impact of services to measure the impact.

This report is the summary of the program evaluation of the Utah Service Delivery for 2013.

Performance Targets

The Utah performance targets are based on the current results from the comprehensive needs assessment which was completed in December 2010. The performance targets are similar to those identified in the last Utah Service Delivery plan and reflect the needs of Utah Migrant students. These goals reflect the Utah AYP proficiency goals set for 2011 for the entire state for language arts and mathematics (following 2011 the state applied for and received a waiver).

Performance Target #1 Language Arts Achievement: By the 2017-2018 academic year 80 percent of all migrant students enrolled in Utah migrant programs for at least 3 years will score at the proficient level (rubric score of 3 or higher) in language arts based on teacher ratings or state assessment scores.

Performance Target #2 Math Achievement: By the 2017-2018 academic year 80 percent of all migrant students enrolled in Utah migrant programs for at least 3 years will score at the proficient level (rubric score 3 or higher) in math based on teacher ratings or available state assessment scores.

Performance Target #3 English Language Acquisition: By the 2017-2018 academic year 80 percent of all migrant students enrolled in Utah migrant programs for at least 1 year will increase from an initial baseline on the UALPA to English language fluency (scoring = P, E, I, A, F*)

- P = Pre-emergent, E = Emergent, I = Intermediate, A = Advanced, F = Fluent.

Measurable Program Outcomes

The Office of Migrant Education requires: “The plan must include the measurable outcomes that the MEP will produce statewide through specific educational or educationally-related services. (See section 1306(a)(1)(D) of the statute.) Measurable outcomes allow the MEP to determine whether and to what degree the program has met the special educational needs of migrant children that were identified through the comprehensive needs assessment. The measurable outcomes should also help achieve the State’s performance targets.” The following measurable program outcomes were developed based on the results and analysis of the comprehensive needs assessment

Measurable Outcome #1 English Language Acquisition: Based on a staff development survey, at least 80 percent of MEP staff will report that staff development has helped them to more effectively meet the needs of limited English proficient students using research-based ESL strategies to facilitate reading and math achievement and progress toward high school graduation.

Measurable Outcome #2 Writing Achievement: Eighty percent of priority for service (PFS) students targeted for writing instruction will demonstrate an increase in proficiency in specific writing skills from the Utah State Content Standards based on teacher ratings and/or other assessments of student performance and/or available state assessment scores.

Measurable Outcome #3 Reading Comprehension: Eighty percent of priority for service (PFS) students targeted for reading instruction will demonstrate an increase in proficiency in specific comprehension skills from the Utah State Content Standards based on teacher ratings and/or other assessments of student performance and/or available state assessment scores.

Measurable Outcome #4 Measurement Concepts in Mathematics: Eighty percent of all priority for service (PFS) students enrolled in math courses K-6 in Utah migrant programs will demonstrate an increase in proficiency in measurement concepts in math based on teacher ratings and/or available state assessment scores.

Measurable Outcome #5 Algebraic Concepts in Mathematics: Eighty percent of all priority for service (PFS) students enrolled in algebra courses in Utah migrant programs will demonstrate an increase in proficiency in algebraic concepts based on teacher ratings and/or available state assessment scores.

Measurable Outcome #6 Parent Involvement in Academic Support of Children: Eighty percent of parents surveyed will report an increase in activities (provided by local migrant programs) designed to directly involve parents to support their children's academic success.

Evaluation Process

The Office of Migrant Education requires that in the service delivery plan the state must evaluate to what degree the program has been effective in relation to performance targets and measurable outcomes. The service delivery process in Utah is based upon a continuous improvement model. The steps in the process include the following:

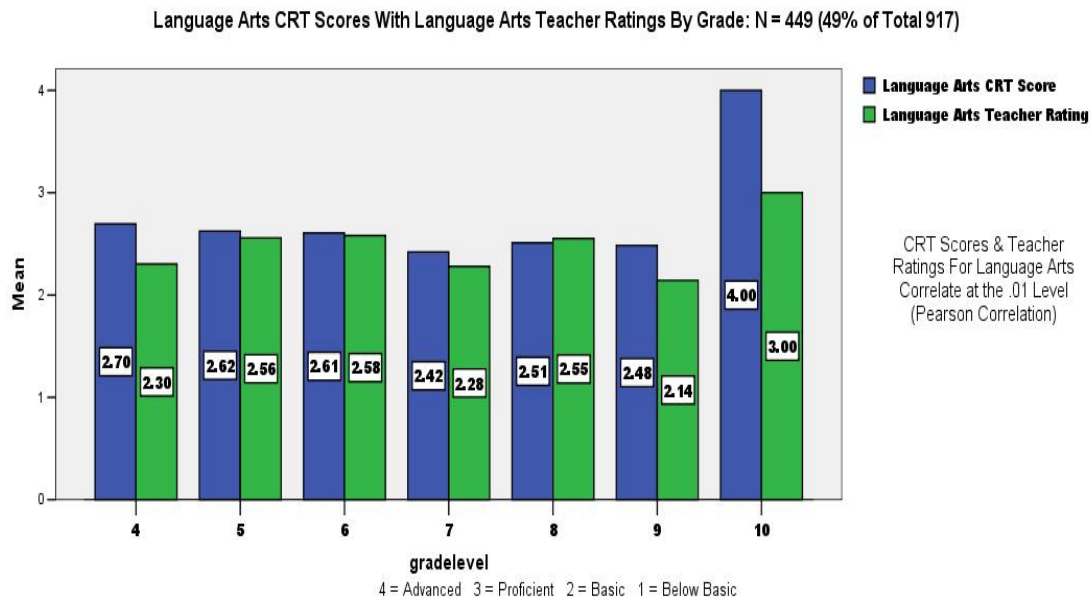
1. Identify the needs of migrant students in reading and math as well as barriers to English language proficiency.
2. Create performance targets and measurable outcomes and a service delivery plan designed to meet the needs of migrant students in reading, math, and overcoming the barriers to English language proficiency.
3. Implement the service delivery plan statewide including strategies designed to facilitate the achievement of the measurable outcomes and to achieve the performance targets. Each local migrant program will have the option to individualize instruction and utilize strategies based on their own needs and structure.
4. Evaluate the impact of the service delivery strategies on reading achievement, math achievement, and removing barriers to English language proficiency.

The evaluation of the Utah migrant program was designed to be completed through the collection of and analysis of data using the Utah Migrant Achievement & Performance System (MAPS) online data system, through a survey of migrant program staff and administration, and through a survey with parents. Copies of the data collection and survey formats are attached in Appendix A.

Results of the Evaluation

There were 917 eligible migrant students (Pre-school through 12th grade) in Utah for the 2012-2013 program year as of June 2013. There were 449 migrant students who completed the state CRT assessment in language arts in 2012-2013 (49% of the 917 total migrant students). Since only 49% of migrant students took the state assessment in language arts the results do not comprehensively measure reading/language arts proficiency for all migrant students. However, teachers were asked to rate all migrant students on proficiency in relation to the standards using the same rubric established for the state assessment (4 = Advanced, 3 = Proficient in the Standard, 2 = Basic, 1 = Below Basic). Teachers were trained by the evaluators to use the ratings. There is a positive correlation of the .01 level significance between state assessment scores and teacher rating (see chart below). Using teacher ratings is a valid strategy to assess the performance of ALL migrant students in language arts.

Utah Migrant Education: Evaluation 2013



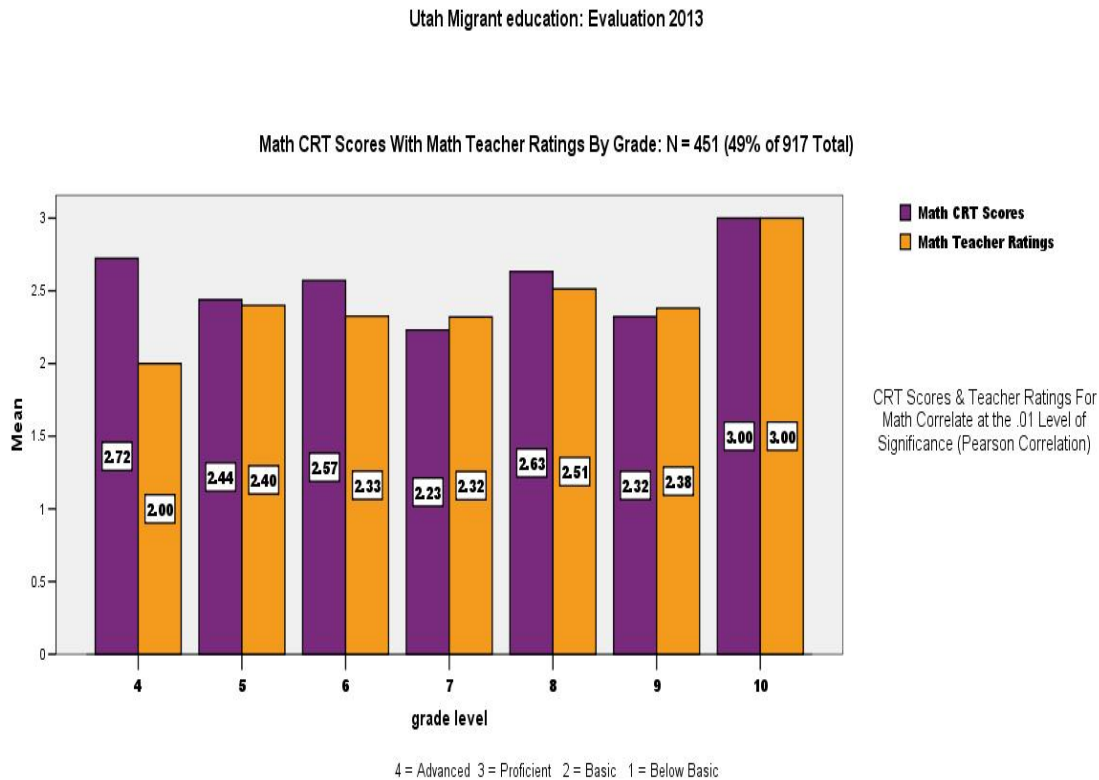
There were 407 students at-risk academically of the total who were part of the evaluation that for the purposes of the evaluation were considered priority for service. The following table illustrates the impact of the program on priority for service migrant students in reading between 2007-2008, 2009-2010, 2010-2011 and 2012-2013 by grade level. The impact is calculated based on the change from 2010-2011 to 2012-2013. This table is based on teacher ratings of student proficiency in relation to the standards (4 = Advanced, 3 = Proficient in the Standard, 2 = Basic, 1 = Below Basic).

Teacher Ratings in Reading By Grade Level: Priority For Service Migrant Students

Grade level	2007-2008	2009-2010	2010-2011	2012-2013	Impact
K	1.62	1.79	1.94	1.83	-.11
1	1.69	1.99	2.01	2.03	+.02
2	2.02	1.91	2.01	1.98	-.03
3	1.86	1.93	1.95	2.04	+.09
4	2.05	2.14	2.25	2.00	-.25
5	2.03	1.98	2.12	1.90	-.22
6	2.19	2.18	2.34	2.13	-.21
7			1.62	1.80	+.18
8			2.22	2.03	-.19
9			1.83	1.73	-.10
10			1.83	2.03	+.20
11			1.76	2.24	+.58
12			1.95	1.82	-.13

There were 451 migrant students who completed the state CRT assessment in mathematics in 2012-2013 (49% of the 917 total migrant students). Since only 49% of migrant students took the state assessment in mathematics the results do not comprehensively measure math proficiency for all migrant students. However, teachers were asked to rate all migrant students on proficiency in relation to the standards using the same rubric established for the state assessment (4 = Advanced, 3 = Proficient in the

Standard, 2 = Basic, 1 = Below Basic). Teachers were trained by the evaluators to use the ratings. There is a positive correlation of the .01 level significance between state assessment scores and teacher rating (see chart below). Using teacher ratings is a valid strategy to assess the performance of ALL migrant students in mathematics.



The following table illustrates the impact of the program on priority for service migrant students in math between 2007-2008, 2009-2010, 2010-2011 and 2012-2013 by grade level. The impact is calculated based on the change from 2010-2011 to 2012-2013. Data from the grades nine through twelve is incomplete due to the smaller numbers of secondary migrant students and because in high school math is taught by course as opposed to instruction across the entire discipline. This table is based on teacher ratings of student proficiency in relation to the standards (4 = Advanced, 3 = Proficient in the Standard, 2 = Basic, 1 = Below Basic).

Teacher Ratings in Math By Grade Level: Priority For Service Migrant Students

Grade level	2007-2008	2009-2010	2010-2011	2012-2013	Impact
K	1.63	1.83	2.31	1.88	-.43
1	1.83	1.92	2.41	1.86	-.55
2	2.03	1.87	2.29	1.86	-.43
3	1.81	1.92	2.18	1.98	-.20
4	1.94	1.95	2.10	1.86	-.24
5	1.85	1.68	2.05	1.93	-.12
6	1.75	1.80	2.06	1.96	-.10
7			2.07	1.68	-.39
8			2.42	1.88	-.54
9			2.30	1.67	-.63
10				1.67	
11			2.66	1.54	-1.12
12				1.81	

Students at-risk academically were targeted in the in the service delivery plan as having particularly high needs in the language arts skills of writing, vocabulary, and comprehension. The following table illustrates the impact of service delivery on PFS students and these content targeted skills.

Teacher Ratings in Language Arts Skills: Priority For Service Students

Content Skill	2010-2011	2012-2013	Impact
Vocabulary K-6	1.89	1.80	-.09
Comprehension K-6	1.95	1.85	-.10
Writing K-6	1.83	1.71	-.12

Students at-risk academically were targeted in the service delivery plan as having particularly high needs in the math skills of measurement and algebraic concepts. The following table illustrates the impact of service delivery on PFS students and these content targeted skills.

Teacher Ratings in Math Skills: Priority For Service Students

Content Skill	2010-2011	2012-2013	Impact
Measurement K-6	2.02	1.86	-.16
Algebraic Concepts K-6	2.25	1.97	-.28

Reading and Math Proficiency of Priority For Service Students By District

District	Reading	Mathematics
Beaver	1.44	1.00
Cache	1.67	n/a
Jordan	1.00	1.00
Logan	1.00	1.33
Millard	1.85	1.85
Nebo	2.02	1.95
North Sanpete	1.97	1.77
Ogden	2.01	1.84
Piute	2.03	1.85
South Sanpete	1.89	1.89
Washington	2.03	1.93

There were 382 limited English proficient (LEP) who participated in the evaluation in 2012-2013 (there were 936 limited English proficient (LEP) students who participated in the evaluation in 2009-2010 and 825 limited English proficient students who participated in the evaluation in 2007-2008. Of the 382 limited English proficient (LEP) students who participated in the evaluation 309 were priority for service students (PFS).

Overall proficiency in reading and math for LEP students by grade level is illustrated by the following table (Based on teacher ratings of student proficiency in relation to the standards: 4 = Advanced, 3 = Proficient in the Standard, 2 = Basic, 1 = Below Basic).

**Teacher Ratings of Priority For Service LEP Students
in Reading and Math by Grade Level**

Grade level	Reading	Mathematics
K	2.01	2.14
1	2.44	2.42
2	2.40	2.48
3	2.35	2.34
4	2.26	2.12
5	2.25	2.21
6	2.26	2.08
7	2.00	2.00
8	2.41	2.21
9	1.85	2.20
10	2.22	2.12
11	2.46	2.37
12	2.19	2.59

Reading and Math Proficiency of Priority For Service LEP Students By District

District	Reading	Mathematics
Jordan	1.00	1.00
Logan	1.00	1.33
Millard	2.01	2.21
Nebo	2.18	2.38
North Sanpete	2.34	2.24
Ogden	2.41	2.29
Piute	2.36	2.31
South Sanpete	1.90	1.56
Washington	2.07	2.03

Limited English proficient students were targeted in the service delivery plan as having particularly high needs in the language arts skills of writing, vocabulary, and comprehension. The following table illustrates the impact of service delivery on LEP students and these content targeted skills.

Teacher Ratings in Language Arts Skills: Limited English Proficient Students

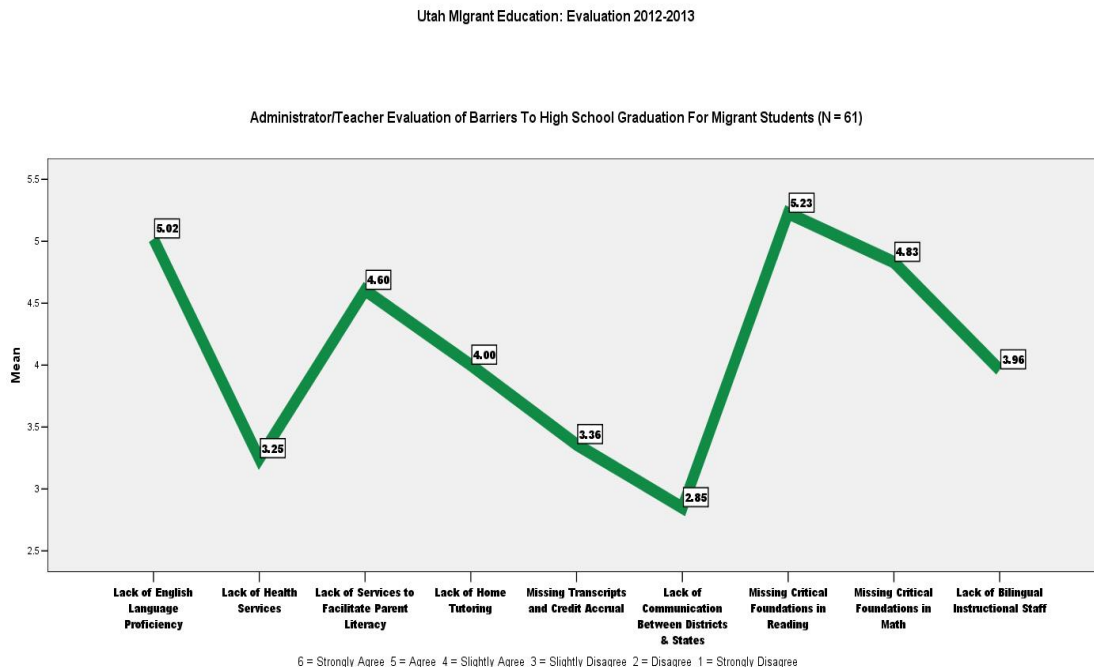
Content Skill	2010-2011	2012-2013	Impact
Vocabulary	2.34	2.13	-.21
Comprehension	2.37	2.13	-.24
Writing	2.23	2.10	-.13

Limited English proficient students were targeted in the service delivery plan as having particularly high needs in the math skills of measurement and algebraic concepts. The following table illustrates the impact of service delivery on LEP students and these content targeted skills.

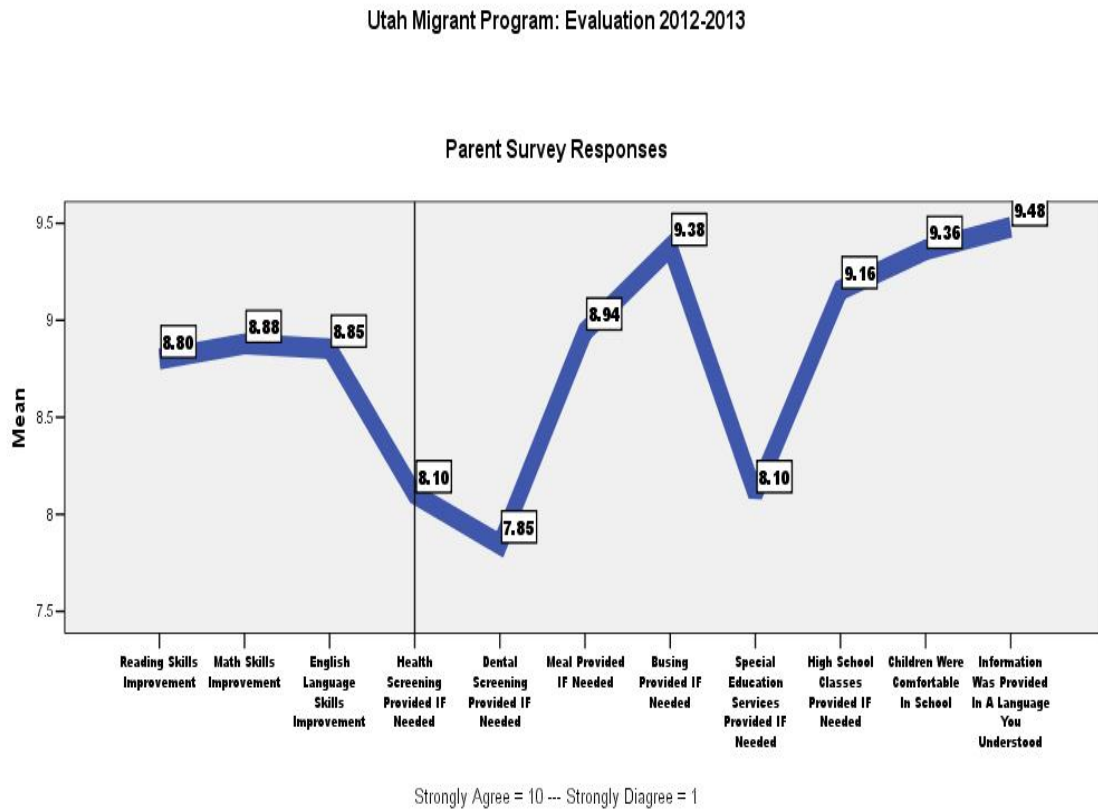
Teacher Ratings in Math Skills: Limited English Proficient Students

Content Skill	2010-2011	2012-2013	Impact
Measurement	2.33	2.15	-.18
Algebraic Concepts	2.58	2.21	-.37

In addition to state assessment scores and teacher ratings a survey was completed by 61 administrators and teachers of migrant students to assess barriers to student success and graduation. The chart below illustrates results which still indicates the most significant barriers to success are reading, math, and English language proficiency.



Finally a parent survey was administered to 127 parents in both English and Spanish. Parents were asked to evaluate the Utah Migrant Program based on two factors: academic and support services. Items were rated on a 10 point Likert scale (10 = Strongly Agree - 1 = Strongly Disagree). The programs impact on reading skills improvement, math skills improvement and English language skills improvement was rated very high by parents (8.85-8.88). The programs ability to provide adequate support services was rated very high by parents across all services (7.85 – 9.48).



Charts and graphs related to the analysis are included in Appendix B.

Conclusions

1. The data indicates gains in reading in grades 1, 3, 7, 10 and 11, however, there were overall decreases in math proficiency across all grade levels K-12 from previous years. .
2. There were also decreases for LEP students in language arts and math in all targeted service delivery content areas. LEP students on as a group have been impacted the most by the migrant program across the state. In some grade levels and districts LEP migrant students who are priority for service are approaching proficiency in both math and reading. .
3. There have been decreases for priority for service students in the specific measurable outcomes in which needs are the greatest related to language arts. In particular, PFS students have decreased in proficiency in vocabulary, comprehension and writing.
4. There have been decreases for priority for service students in the specific measurable outcomes in which needs are the greatest related to math. In particular, PFS students have decreased in proficiency in measurement and algebraic concepts.
5. While the highest average district proficiencies average less than proficient it is still important to note that some districts seem to be doing better than others in terms of overall success. In particular Nebo school district and Piute school district are having more impact than other districts on both reading and math achievement. It will be important as part of the ongoing evaluation process to investigate the strategies that these higher proficiency districts are using to facilitate student success.
6. The evaluation also showed that some districts are doing better with LEP students than other districts in providing instruction in the targeted language arts skills. If the data is accurate it appears that Nebo and Piute have been most successful in assisting LEP migrant students to achieve proficiency in reading and math. It will be important as part of the ongoing evaluation process to investigate the strategies that these higher proficiency districts are using to facilitate student success.
7. The evaluation did indicate that while reading, math and English language proficiency were still priority needs for migrant students, progress was being made toward achievement of the performance targets overall as evidenced by state assessment scores, teacher ratings, administrator/teacher surveys, and parent surveys.

The next step in the process is a review of the data and conclusions of the evaluation by the Utah Service Delivery/Comprehensive Needs Assessment Committee. The committee will need to make recommendations for future service delivery and modifications to the plan based on the data.

Appendix A

Evaluation Forms

Teacher

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→ *Return*

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➔ Return form to migrant program staff

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To assist the migrant program to serve your students more effectively, please provide the following information. Please list the eligible migrant students who are in your class. PLEASE RATE ONLY THOSE SKILLS IN WHICH YOU CAN ACCURATELY JUDGE PROFICIENCY LEVELS.

Please check the appropriate semester: Fall

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TEACHER RATING: *Using your judgment, please rate students on proficiency at grade level on the Utah Language Arts Standards based on the following rubric:*

1 = Below Basic 2 = Basic 3 = Proficient in Standard 4 = Advanced

2

Student Name	Utah SSID Number	Grade Level	State Assessment Reading Score in Rubric*	Language Arts K-6								Language Arts 7-12		
				1. Oral Language: Students develop language for purpose of effectively communicating—listening, speaking, viewing, and presenting.	2. Concepts of Print: Students develop an understanding of how printed language works.	3. Phonological & Phonemic Awareness: Students develop phonological & phonemic awareness.	4. Phonics & Spelling: Students use phonics and other strategies to decode and spell unfamiliar words while reading and writing.	5. Fluency: Students develop reading fluency to read aloud grade level text without hesitation.	6. Vocabulary: Students learn and use grade level vocabulary to increase understanding and read fluently.	7. Comprehension: Students understand, interpret, and analyze narrative and informational text.	8. Writing: Students write daily to communicate effectively for a variety of purposes and audiences.	1. Reading: Students will use vocabulary elements and an understanding of text elements and structures to comprehend literary and informational grade level text.	2. Writing: Students will write informational pieces , report observations, and persuade others.	3. Inquiry/Research/Oral Presentation: Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.

**State Assessment Score and Teacher Ratings Use This Same Rubric: 1 = Below Basic 2 = Basic 3 = Proficient in Standard 4 = Advanced*

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Administrator: ____
Teacher: ____

Utah Migrant Student Needs Administrator / Teacher Survey 2013

District: _____ Grade Level (Circle one): Elementary Middle School High School

Directions: Please complete the following survey form and return it to your local Migrant Program Director or the State Office of Migrant Education.



Issues related to Achievement, School Retention and Graduation	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
1. A significant barrier for Migrant students is a lack of English language proficiency.						
2. A significant barrier for Migrant students to achievement is lack of health services to assist students.						
3. A significant barrier to achievement for Migrant students is lack of services to facilitate parent literacy.						
4. A significant barrier to graduation for Migrant students is lack of comprehensive home tutoring services.						
5. A significant barrier to graduation for Migrant students is missing or late transcripts, records and credit accrual information.						
6. A significant barrier to graduation for Migrant students is a lack of communication and/or cooperation between school districts and states.						
7. A significant barrier to graduation for Migrant students is missing critical foundational skills in reading.						
8. A significant barrier to graduation for Migrant students is missing critical foundational skills in math.						
9. A significant barrier to graduation for Migrant students is a lack of bilingual instructional staff at the secondary level.						
10. Please rank order the top three barriers to achievement for migrant students from the nine issues listed above (rank by numbers 1 through 9): First: _____ Second: _____ Third: _____						
11. Which reading skill do migrant students need assistance with most (circle one)? Phonemic Awareness & Fluency Vocabulary Comprehension Understanding Informational Text Understanding Literary Text						
12. Which math skill do migrant students need assistance with most (circle one)? Number Sense / Operations Measurement Geometry Patterns, Functions, Algebra Data Analysis /Probability						
13. Are there other significant academic barriers to achievement for migrant students?						

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**UTAH MIGRANT EDUCATION EVALUATION ASSESSMENT
COMMUNITY INPUT 2013**

*THE INFORMATION BELOW IS FOR THE SUMMER MIGRANT SCHOOL ONLY GRADES K-12

Location _____

	PLEASE CIRCLE BELOW THE NUMBER THAT FITS BEST										
	Strongly Agree -----Strongly Disagree										Does Not Apply
ACADEMIC											
1. Did the program help to improve your child(ren)s reading skills?	10	9	8	7	6	5	4	3	2	1	N/A
2. Did the program help to improve your child(ren)s math skills?	10	9	8	7	6	5	4	3	2	1	N/A
3. Did the program help to improve your child(ren)s English language skills?	10	9	8	7	6	5	4	3	2	1	N/A
OTHER SERVICES											
4. Did the program provide health screening services if your children needed them?	10	9	8	7	6	5	4	3	2	1	N/A
5. Did the program provide dental screening services if your children needed them?	10	9	8	7	6	5	4	3	2	1	N/A
6. Were your child(ren) provided meals as part of the migrant program ?	10	9	8	7	6	5	4	3	2	1	N/A
7. Did the program provide busing (transportation) to school if your children needed it?	10	9	8	7	6	5	4	3	2	1	N/A
8. If your child(ren) had a disability did the program provide services to meet their needs ?	10	9	8	7	6	5	4	3	2	1	N/A
9. Did the program provide high school classes if your children needed them?	10	9	8	7	6	5	4	3	2	1	N/A
10. Did your child(ren) feel comfortable in migrant school?	10	9	8	7	6	5	4	3	2	1	N/A
11. Did the program provide information in a language that you understood?	10	9	8	7	6	5	4	3	2	1	N/A

What specific things do you want the Utah Migrant Education Program to do better to help your child(ren)?

EVALUACIÓN EDUCATIVA MIGRANTE DE UTAH
APORTE DE LA COMUNIDAD 2013

**La información de abajo es solo para la escuela de verano de migrantes grados K-12*

Locación _____

	POR FAVOR, CIRCULA EL NUMERO DE ABAJO QUE MEJOR REFLEJA TUS SENTIMIENTOS										
	Totalmente de acuerdo					Totalmente desacuerdo					No Aplica (N/A)
AREAS ACADEMICOS											
1. ¿Ayudó el programa a mejorar las habilidades de leer de su hijo?	10	9	8	7	6	5	4	3	2	1	N/A
2. ¿Ayudó el programa a mejorar las habilidades de matemáticas de su hijo?	10	9	8	7	6	5	4	3	2	1	N/A
3. ¿Ayudó el programa a mejorar las habilidades del idioma inglés de su hijo?	10	9	8	7	6	5	4	3	2	1	N/A
OTROS SERVICIOS											
4. ¿Proveyó el programa los exámenes médicos a su hijo si es que los necesitaba?	10	9	8	7	6	5	4	3	2	1	N/A
5. ¿Proveyó el programa los servicios dentales a su hijo si es que lo necesitaba?	10	9	8	7	6	5	4	3	2	1	N/A
6. ¿Recibió su hijo alimentos como parte del programa migratorio?	10	9	8	7	6	5	4	3	2	1	N/A
7. ¿Proveyó el programa transportación a su hijo para llegar a la escuela si es que lo necesitaba?	10	9	8	7	6	5	4	3	2	1	N/A
8. ¿Si su hijo tenía una discapacidad, proveyó el programa servicios para cubrir sus necesidades?	10	9	8	7	6	5	4	3	2	1	N/A
9. ¿Proveyó el programa clases de preparatoria si es que su hijo las necesitaba?	10	9	8	7	6	5	4	3	2	1	N/A
10. ¿Se sintió cómodo su hijo en la escuela migrante?	10	9	8	7	6	5	4	3	2	1	N/A
11. ¿Proveyó el programa información en la idioma que usted entiende?	10	9	8	7	6	5	4	3	2	1	N/A

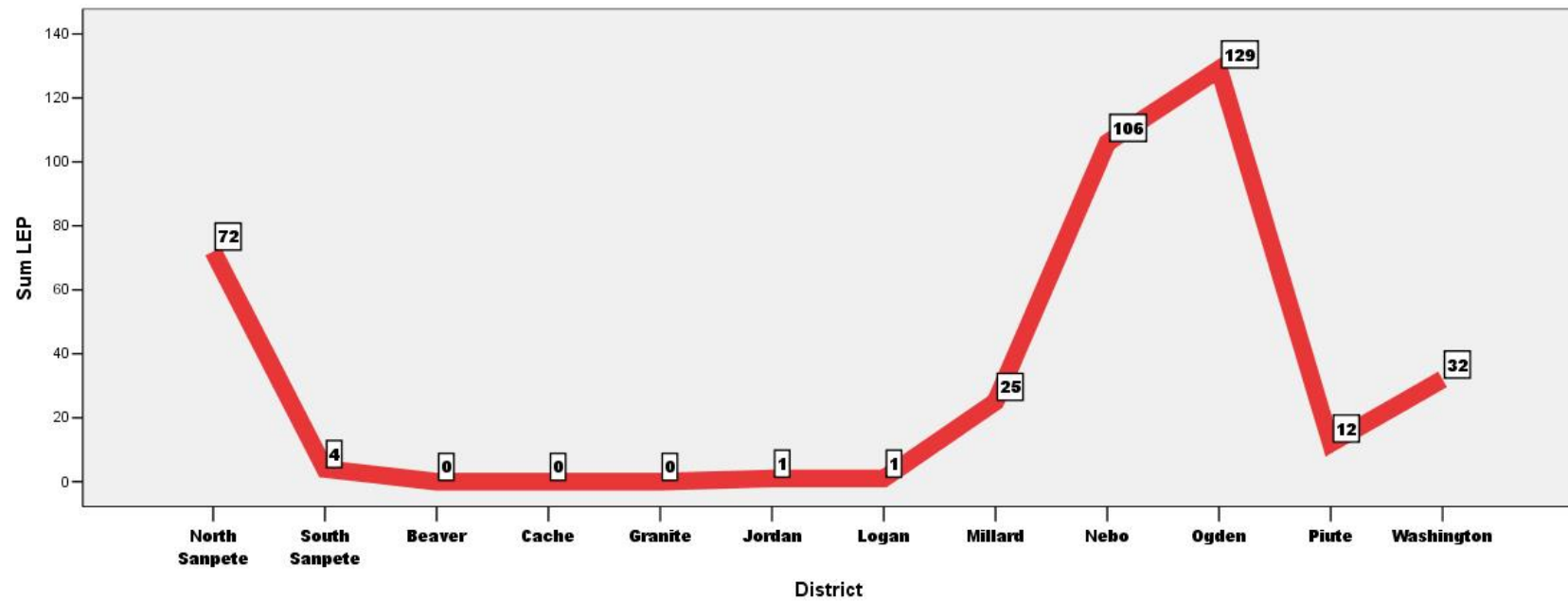
¿Qué cosas específicas quiere usted que el Programa de Educación Migrante de Utah le provee para ayudar a su hijo?

Appendix B

Evaluation Statistics

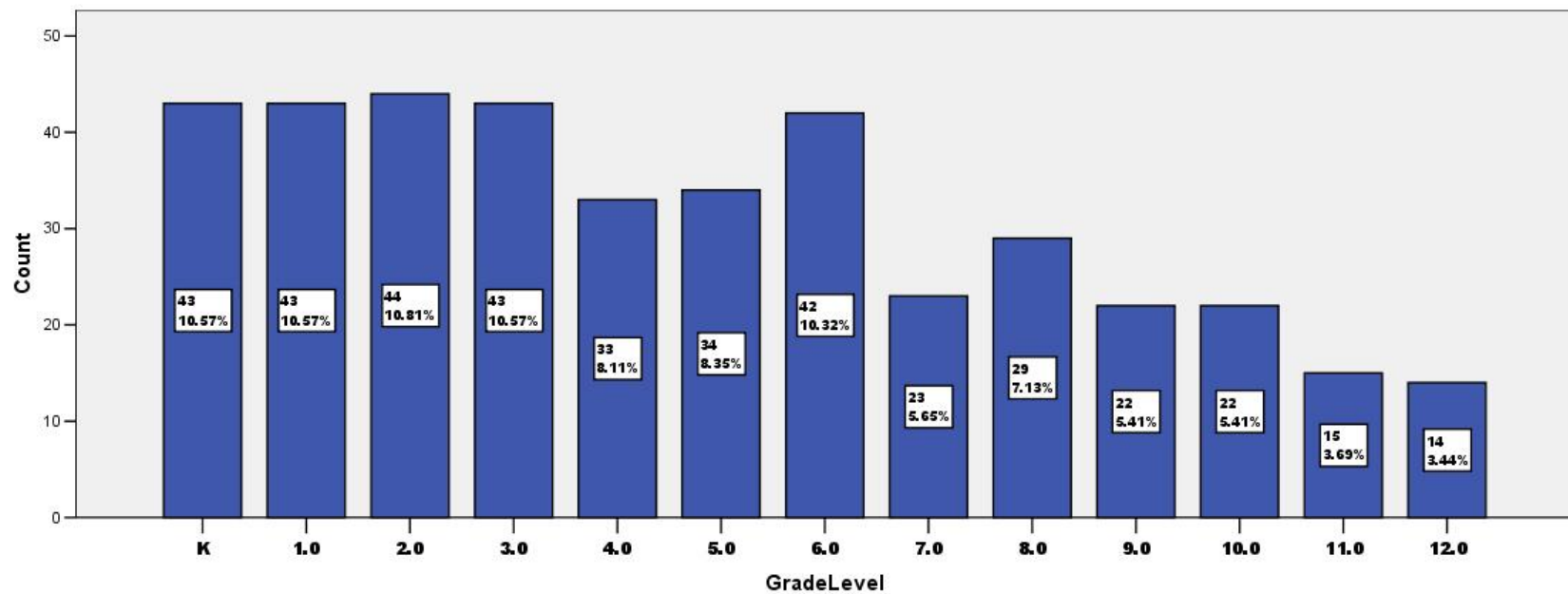
Utah Migrant Program: Evaluation 2013

LEP Students By District Participating in the Evaluation (N = 382)



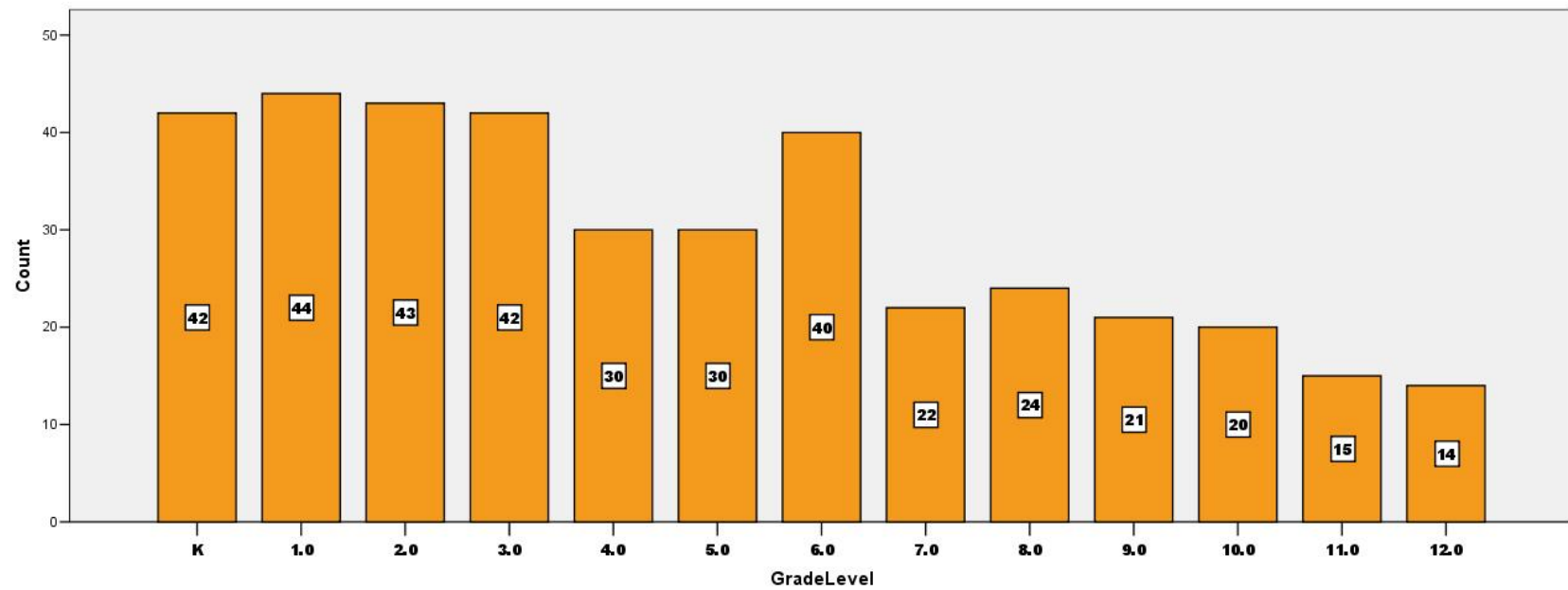
Utah Migrant Program: Evaluation 2013

Students At-Risk Academically By Grade Level (PFS): N = 407

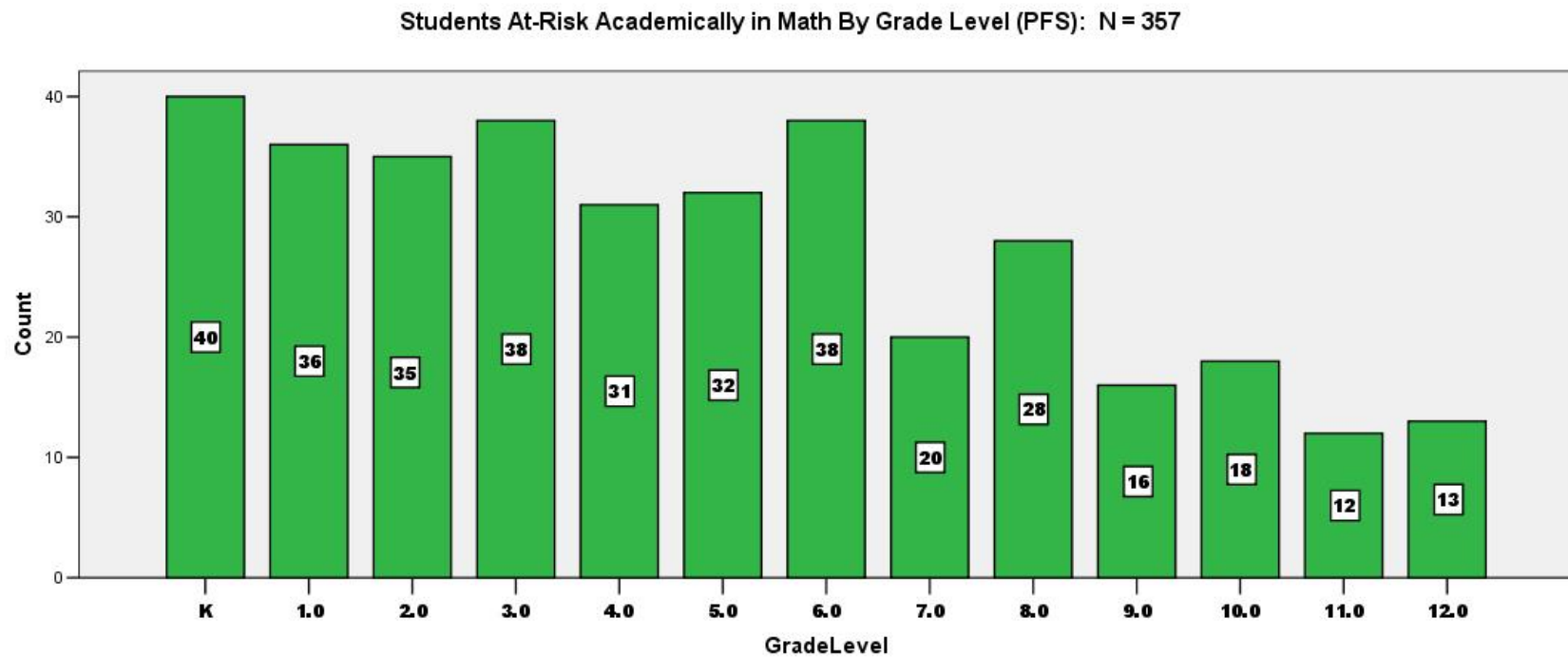


Utah Migrant Program: Evaluation 2013

Students At-Risk Academically in Language Arts By Grade Level (PFS): N = 387

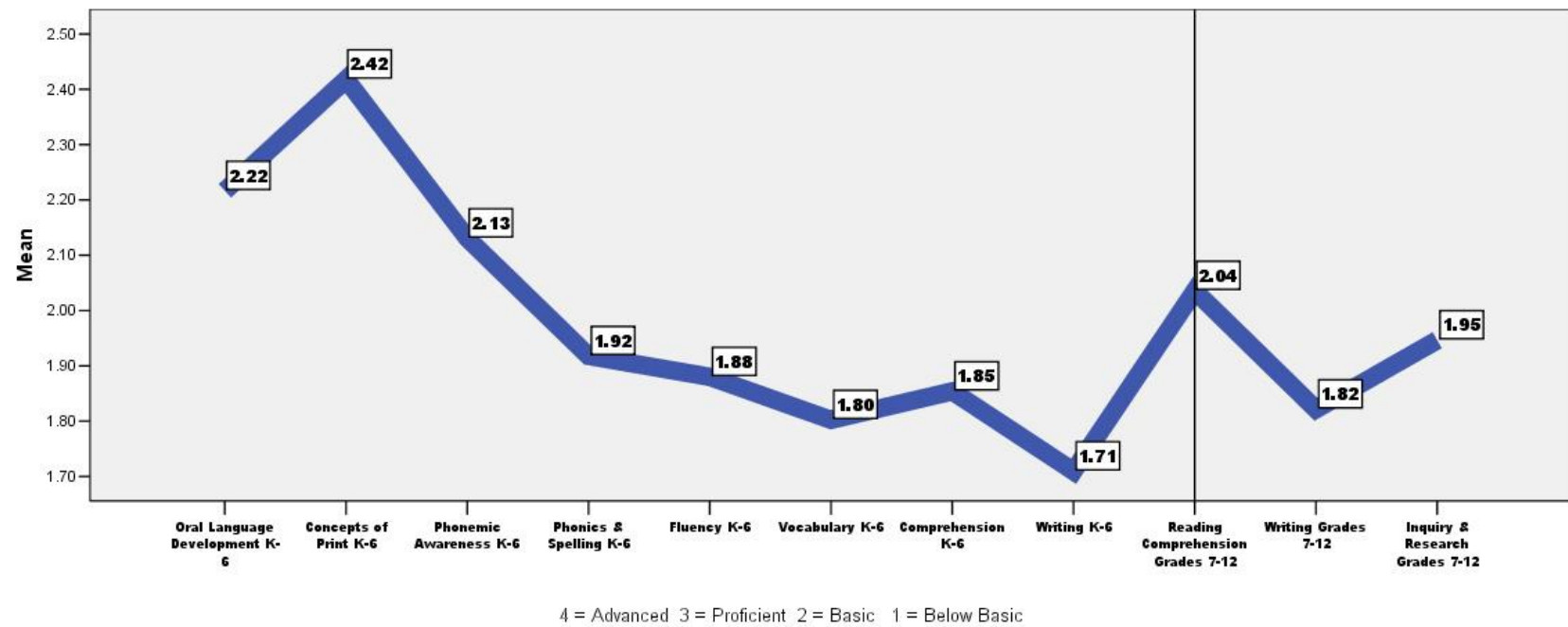


Utah Migrant Program: Evaluation 2013



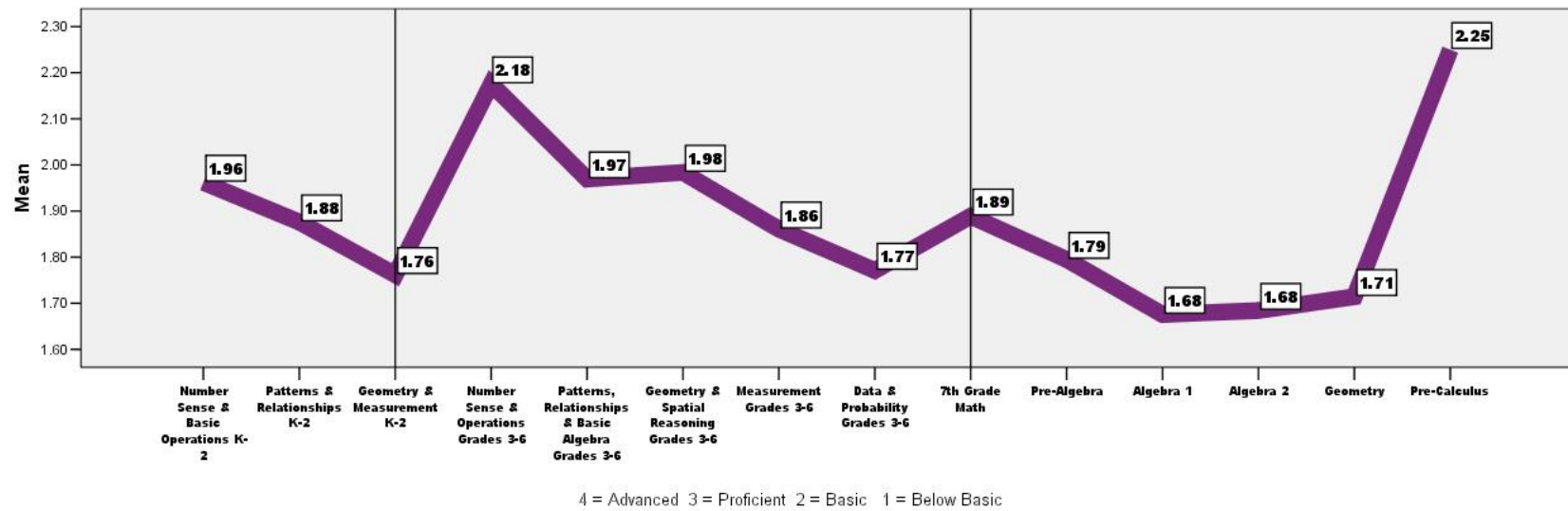
Utah Migrant Program: Evaluation 2013

Proficiency in Language Arts By Standard: PFS Students (N = 387)

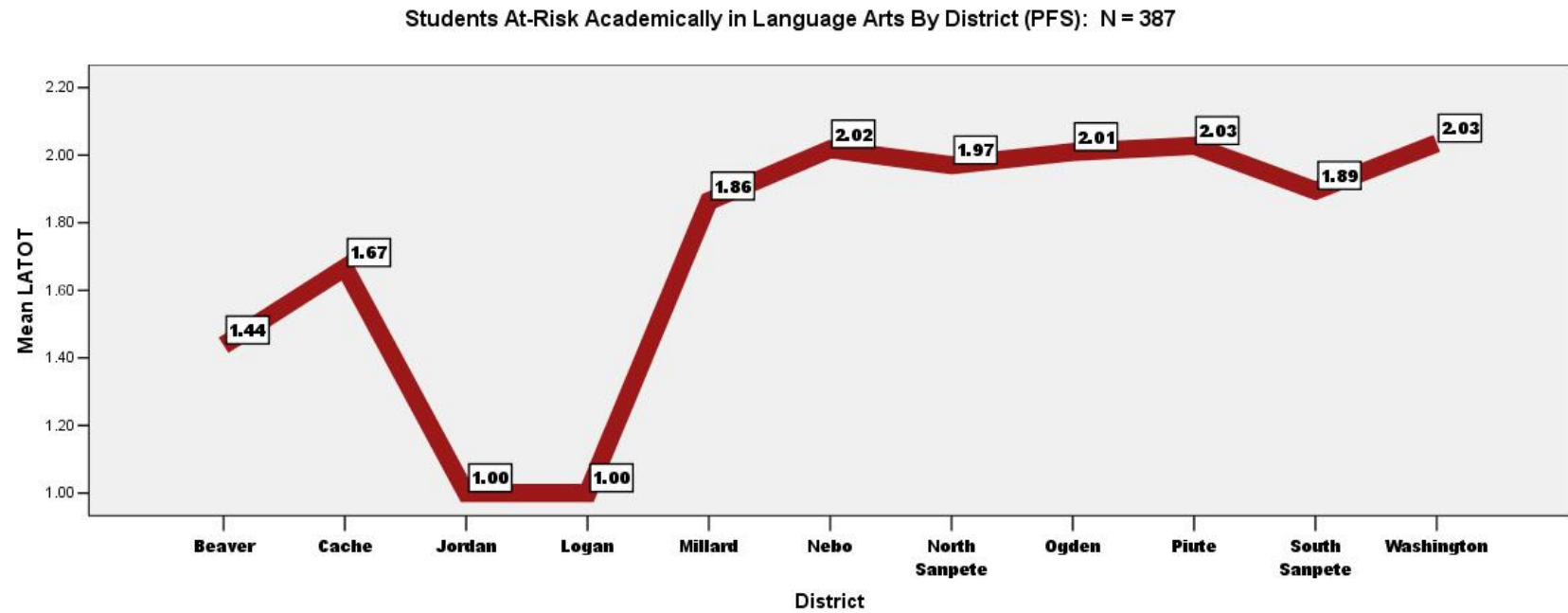


Utah Migrant Program: Evaluation 2013

Proficiency in Math By Standard K-12: PFS Students (N = 387)

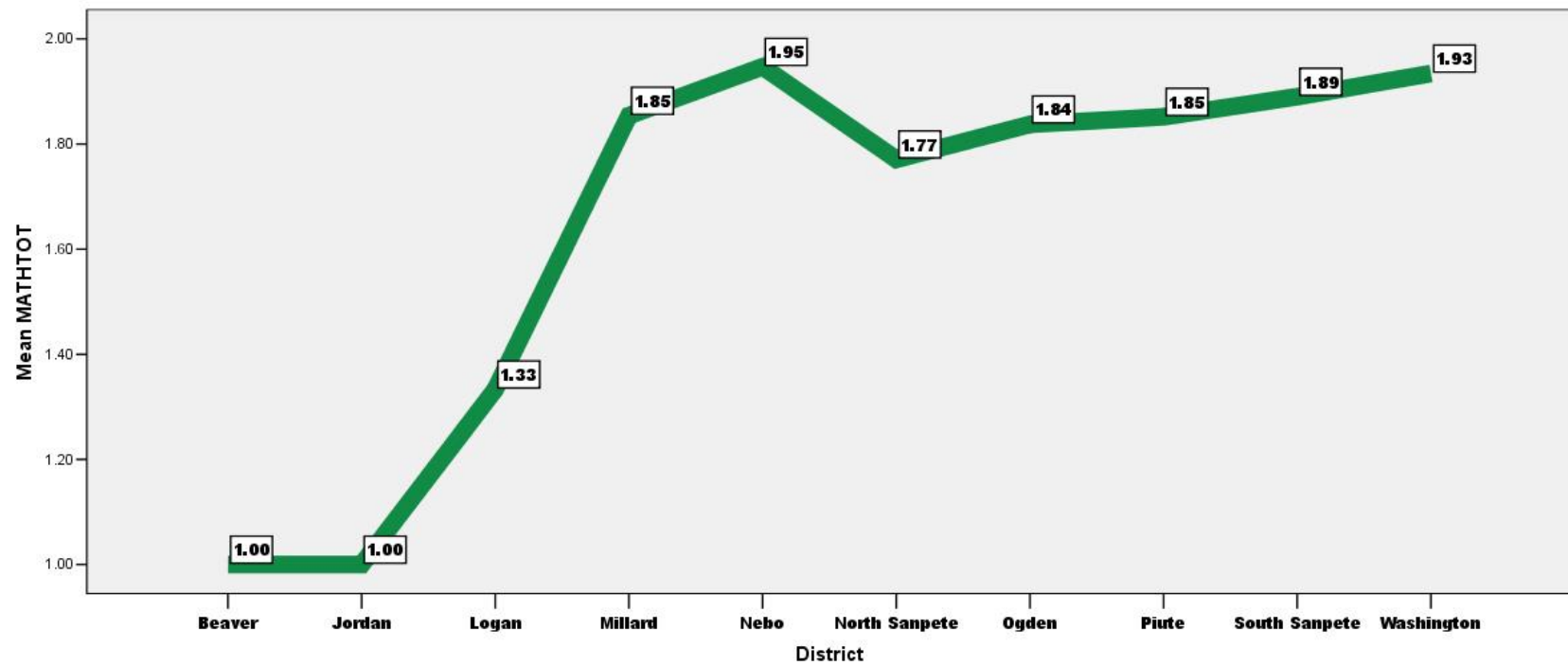


Utah Migrant Program: Evaluation 2013

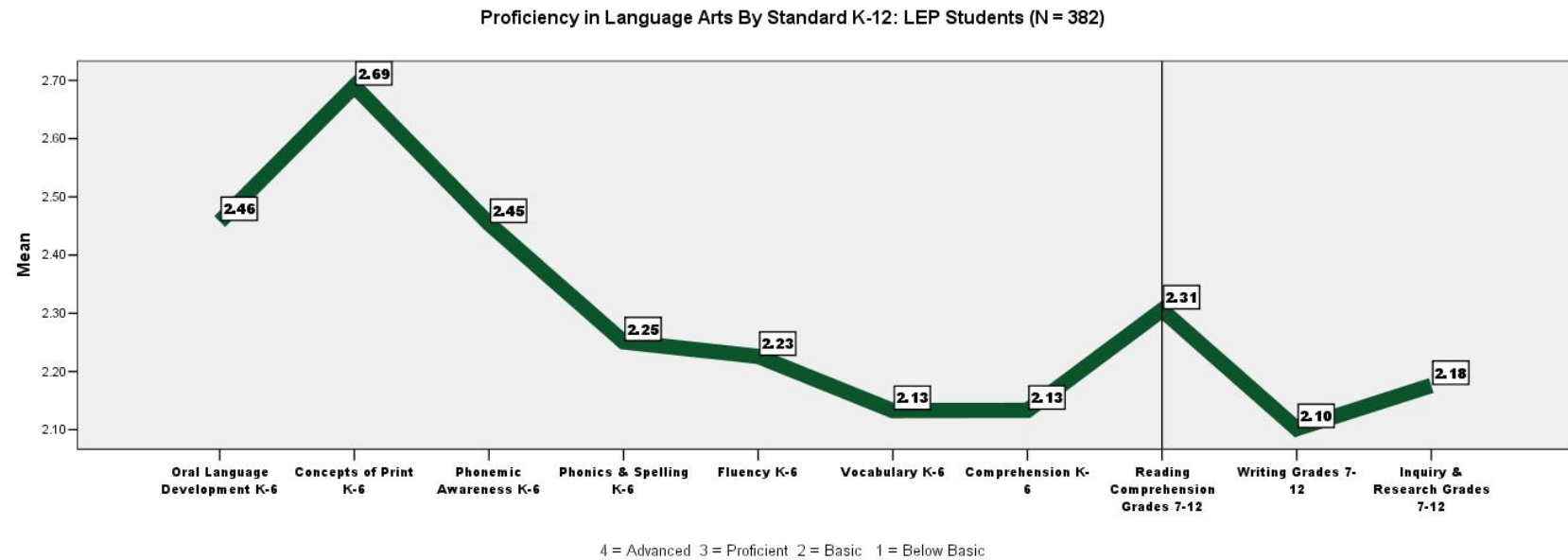


Utah Migrant Program: Evaluation 2013

Students At-Risk Academically in Math By District (PFS): N = 357



Utah Migrant Program: Evaluation 2013



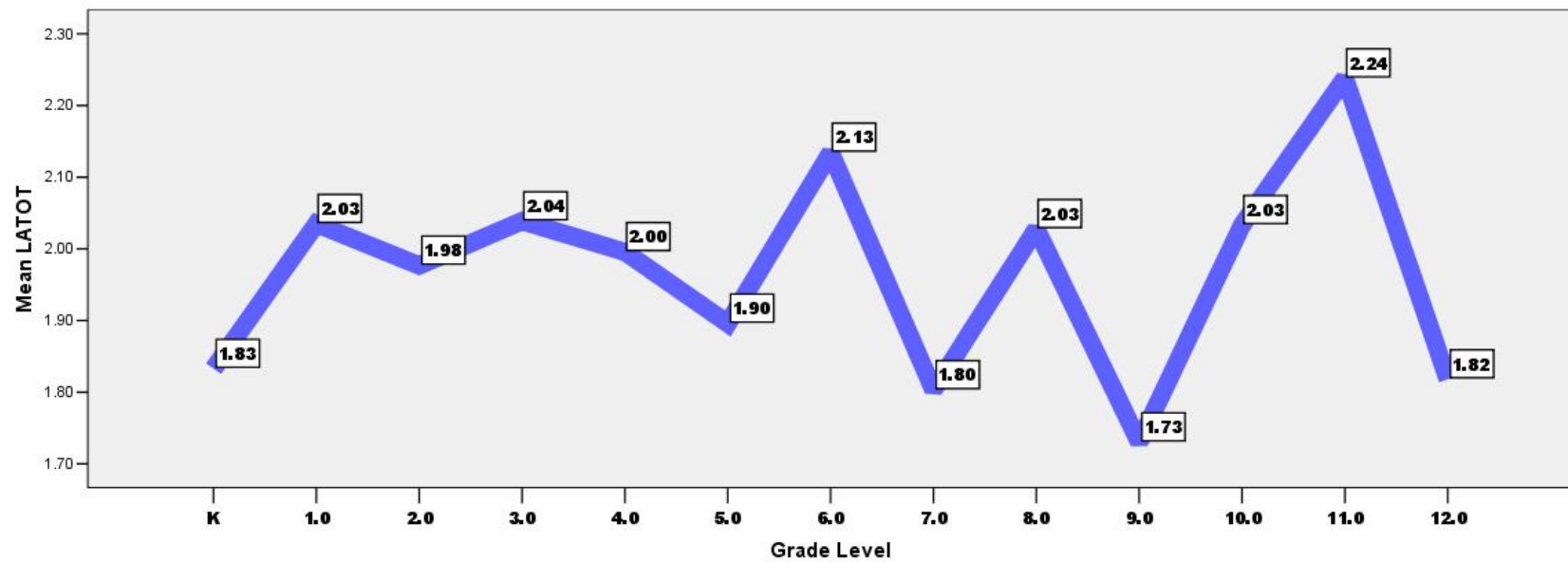
Utah Migrant Program: Evaluation 2013

Proficiency in Math By Standard K-12: LEP Students (N = 382)



Utah Migrant Education Program: Evaluation 2013

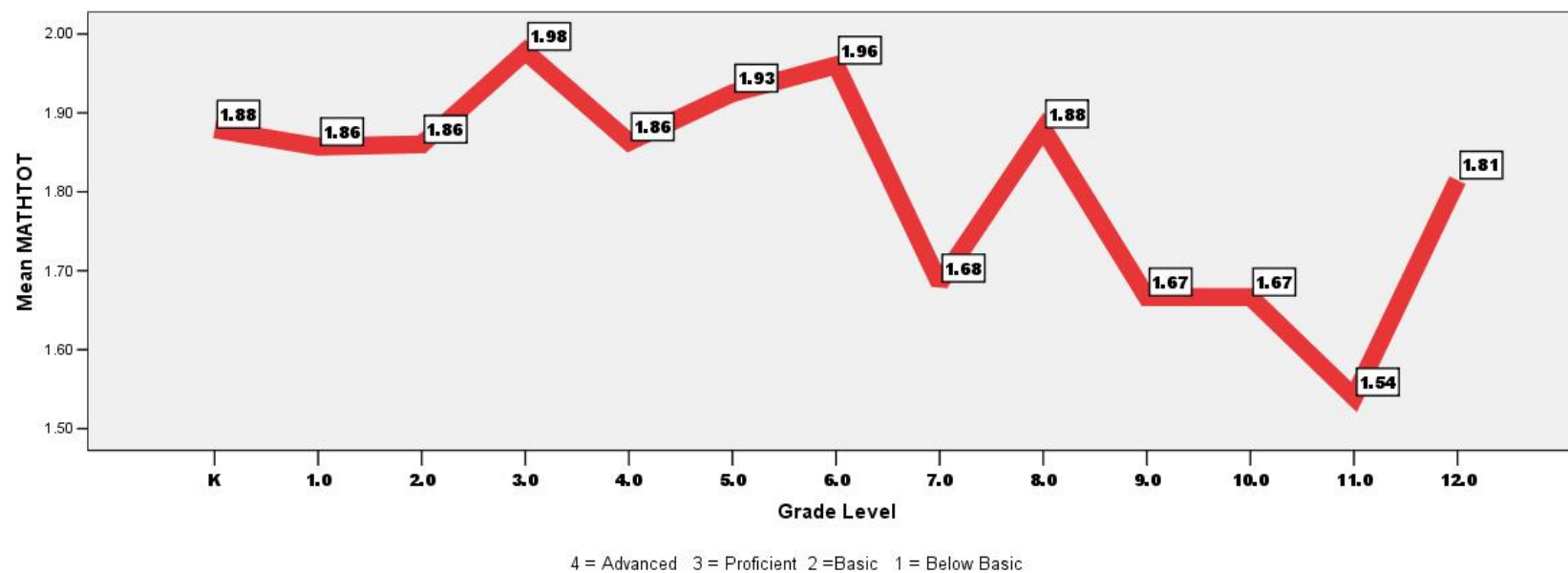
Language Arts Proficiency By Grade Level: Priority For Service Students (N = 387)



4 = Advanced 3 = Proficient 2 = Basic 1 = Below Basic

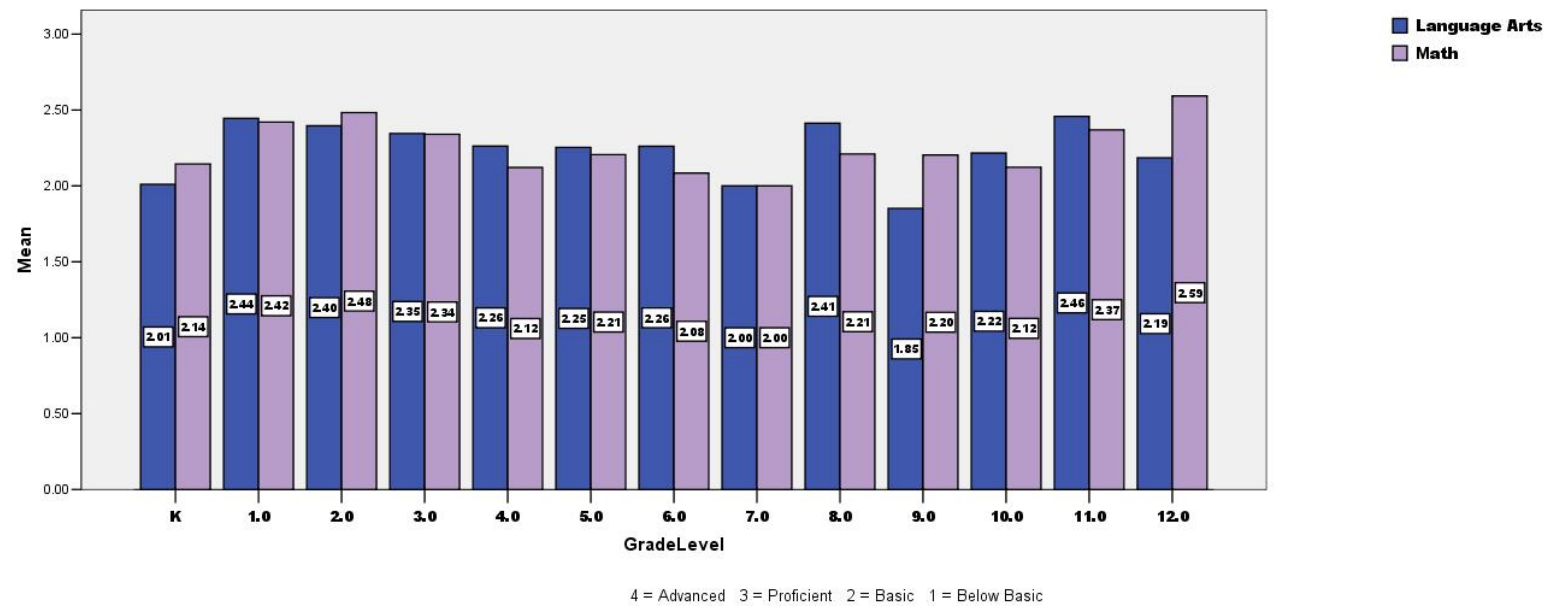
Utah Migrant Education Program: Evaluation 2013

Math Proficiency By Grade Level: Priority For Service Students (N = 357)

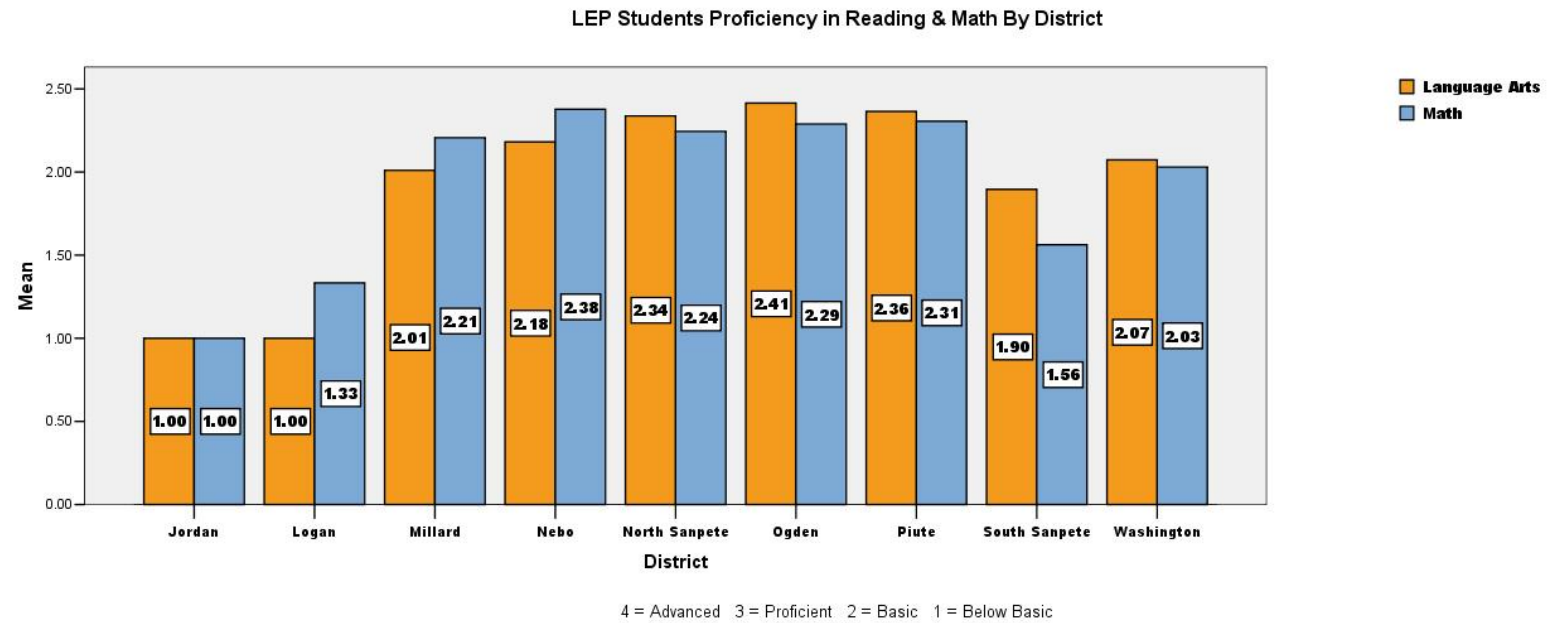


Utah Migrant Program: Evaluation 2013

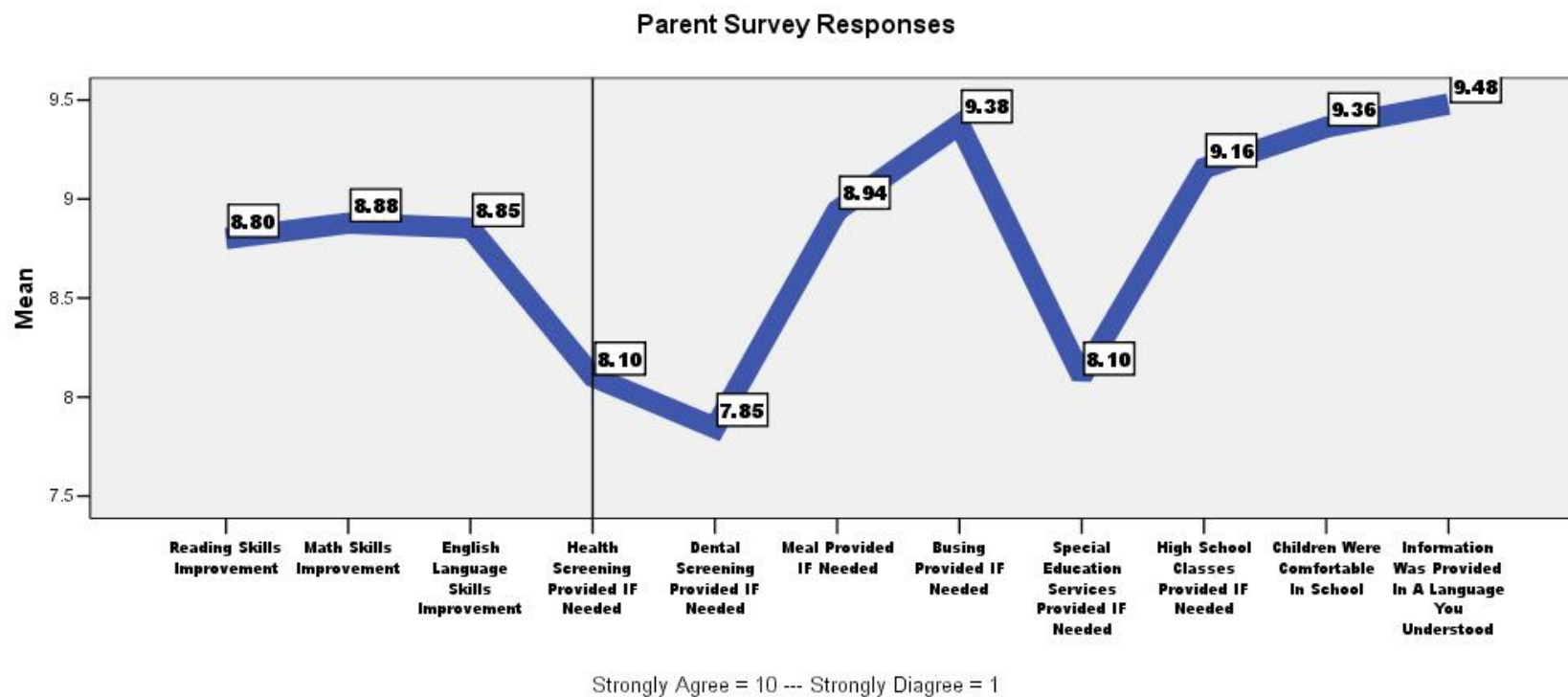
LEP Students Proficiency in Reading & Math By Grade



Utah Migrant Program: Evaluation 2013

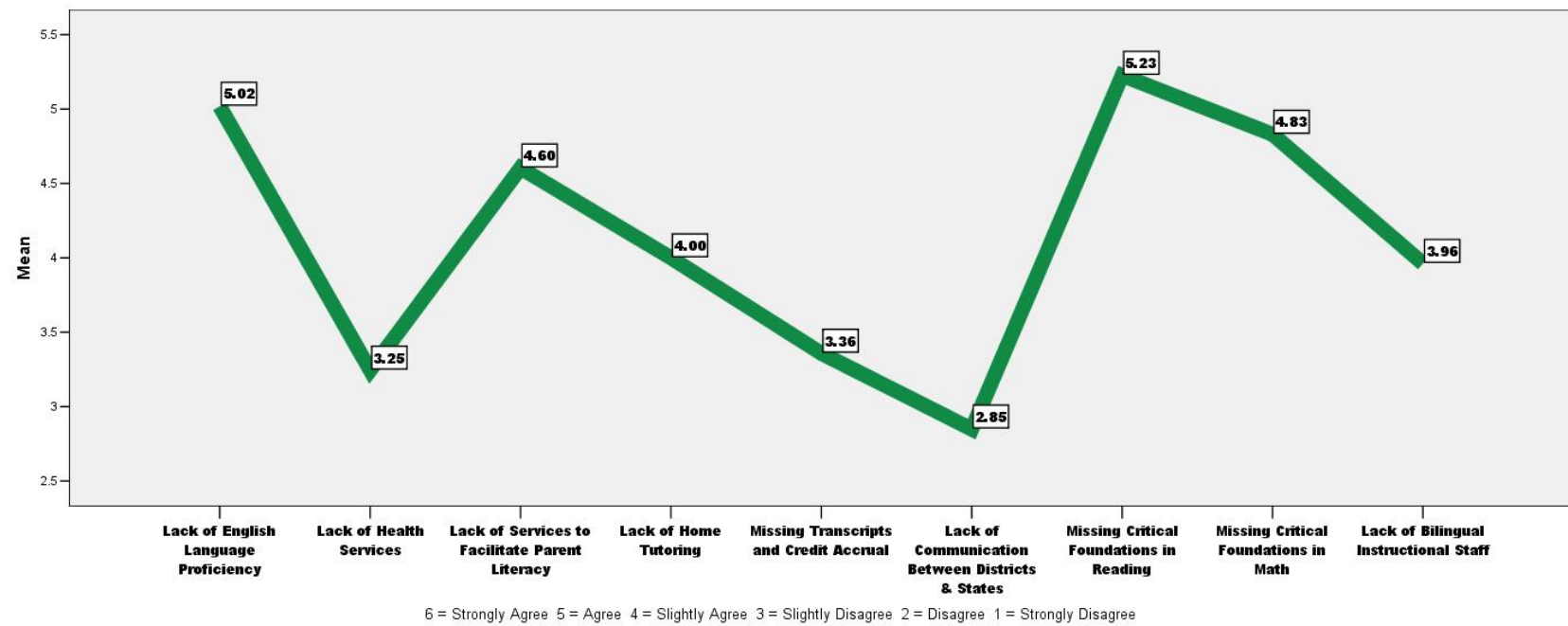


Utah Migrant Program: Evaluation 2012-2013

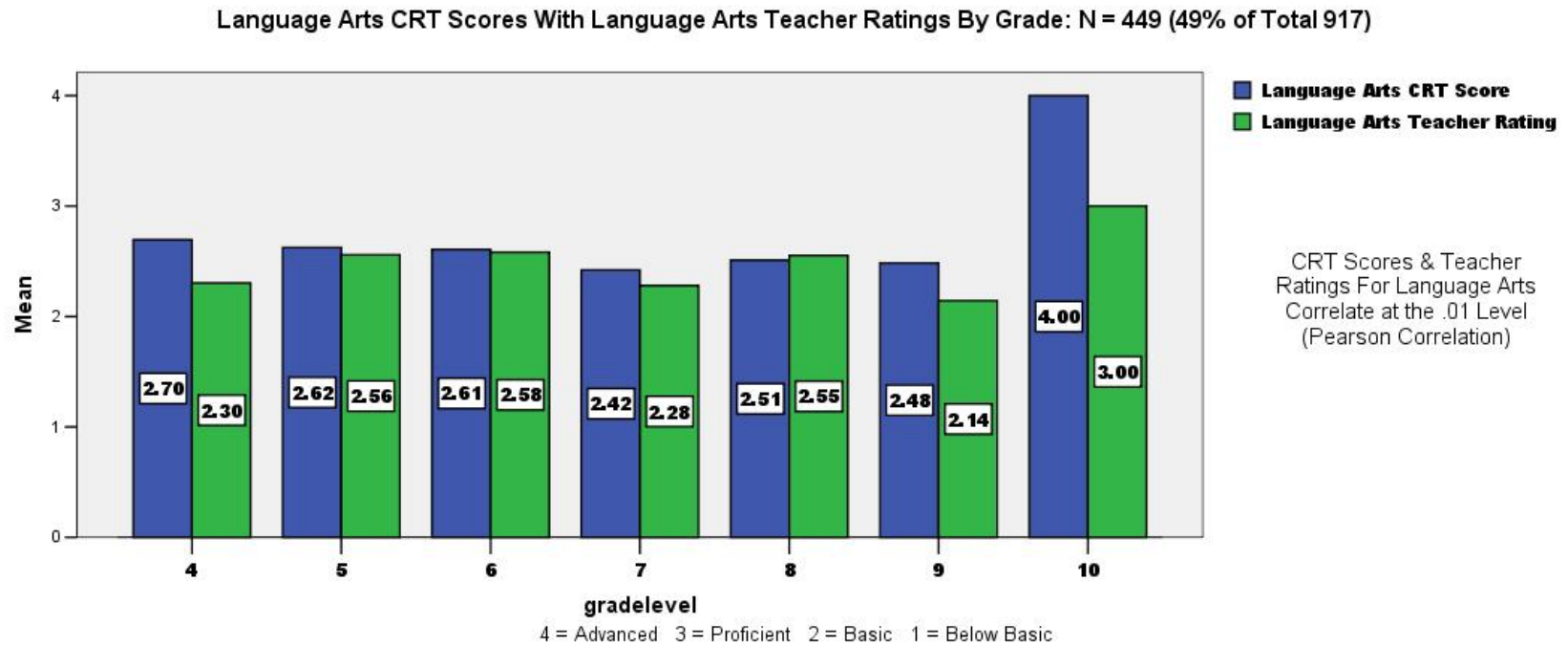


Utah Migrant Education: Evaluation 2012-2013

Administrator/Teacher Evaluation of Barriers To High School Graduation For Migrant Students (N = 61)



Utah Migrant Education: Evaluation 2013



Utah Migrant education: Evaluation 2013

